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ABSTRACT

This practicum program was developed and implemented to increase the reading comprehension of second grade students. The objectives of the program were for students to improve the ability to use context clues by 20%, improve reading comprehension by 15%, identify the 4 types of QAR (Question Answer Relationship) questions by 80%, and write questions scoring at least a 4 on a grading rubric. To improve reading comprehension, students were taught skills using the modified cloze procedure, question answer relationship and self-questioning. To evaluate success, students were given pre/post tests assessing overall reading comprehension, their ability to apply context clues, and their ability to identify question types and a question writing assessment. Three out of four objectives were met with the fourth contributing to the overall success of the program. (Contains 18 references. Appendixes include evaluation instruments, pre- and post-test scores, and modified cloze activities.) (RS)

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USING QUESTIONING TECHNIQUES AND THE CLOZE PROCEDURE IN A SECOND GRADE CLASSROOM TO INCREASE READING COMPREHENSION

By

Carole L. Kelty

A Final Report Submitted to the faculty of the Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for the degree of Master of Science

An abstract of this report may be placed in the University database system for reference.

1999 / May

C. Kelty

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Abstract

Using questioning techniques and cloze procedure in a second grade classroom to increase reading comprehension.
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CHAPTER I

Purpose

Background

This practicum study took place in a county centrally located on the west coast of Florida. The area included five cities and five small islands. It encompassed 573 square miles, including 35 miles of beaches. Throughout most of the year, this county had tropical weather with an average year round temperature of 72 degrees.

In 1997, the population reached 311,245 which was a 1.4% increase from the year before. The estimated population for the year 2000 is 327,103. In 1997, the county reported racial diversity as 93% White, 4% Black, and 3% other. In 1995, 32% of the citizens were 65 years old and above. Only 22% were between birth and age 24.

In 1996, the Department of Labor and Employment Security (Facts and Figures, 1998) reported 135,824 people available for the work force. The unemployment rate at that time was 3.1%. The county school board was the largest employer, with 3,848 employees. Over half of the jobs in this county were held in the fields of services or trade. As one of the wealthier counties in Florida, the per capita income in 1994 reached $30, 205.

Within the county, there were 20 elementary schools, six middle schools, four high schools and two charter schools. There was also a school for the gifted

and one for the more severe exceptional students. In addition to these two exceptional student education schools, the county offered a program for pregnant teenagers and two programs for students who have been expelled from their regular schools. The total enrollment of the county was recorded as 32,940 at the end of 1997. At that time, the students were 82.74% White, 10.26% Black , and 7.35% other minorities. The average student/teacher ratio was 24 to one.

Within the county, the target school was located at the north-west end. It was within walking distance to the bay, an art museum and a tourist attraction housing native birds and reptiles. The two story facility was built in 1926. It was one of the oldest standing schools in the county. Due to its small size, the fifth grade classes were housed in portable buildings.

The school was one of two non-districted schools. When parents chose to send their children to the school, they had to agree to sign a contract. The contract required parents to fulfill a minimum of nine hours of volunteer services a year, attend Parent Teacher Organization meetings and conferences, and to hold their children to high behavior standards. If these requirements were not met and the school attempted to work with the family, students could then be dismissed from the school and returned to their districted school. Students were placed at the school in the order of enrollment.

Because the enrollment was open to any student in the county, students lived throughout the entire county. There was also a wide range of economic backgrounds. Only 28% of the students were classified as eligible for free and reduced lunch. As part of the school's plan, there were only 24 children in each

class and four classes at each grade level. With only 580 students, it was the smallest regular education school in the county. The population was 67.76% White, 17.24% Black and 15% other minorities. To meet county guidelines for the school, 30% of the population must be minority.

At this school, students and staff were held to high expectations. For the past four years, the school received the Five Star Award given by the state. The school has the highest number of volunteer hours in the county and has received the Golden School Award for many years. Just this year, the school was recognized by the state for improvement in student acheivement and was awarded $33,501.

The staff consisted of 34 certified teachers, eight aides, and 13 non-instructional staff members. Additional staff included an occupational therapist, exceptional student education liaison, drug awareness resource education officer, guidance counselor and principal. Art, music, media, technology, and physical education were taught to each class once a week. Special programs offered included resource classes for gifted, specific learning disabilities, emotionally handicapped and speech / language. Counseling groups were provided for students dealing with death or divorce. After school child-care was also available.

The target class was composed of 24 second grade students. There were 11 boys and 13 girls. Four were Black, one was Hispanic, and 19 were White. Two of the students were retained in first grade and one was retained in kindergarten. Two of the boys had been placed in the speech and language

resource program. Two other boys were on consultation for specific learning disabilities resources but, only attended when testing was modified. Both of these students functioned very well in the regular classroom. Reading levels of the target students ranged from a mid-first grade level to four students who read at a fourth grade level or above.

The researcher was certified in the areas of elementary education, primary education, and specific learning disabilities (S.L.D.). After graduating , five months were spent teaching S.L.D. resource students. The educator has now taught first grade for five years. One of those years was spent in a multiage setting mixing kindergardeners with first grader students. This was the educator's first year teaching second grade. The writer was in the process of seeking a master's degree in reading.

Problem Statement

Throughout the nation, schools and communities are placing an emphasis on the need for improvement in the area of reading comprehension. Frequently in the media, the reading abilities of American children are scrutinized.

Reading comprehension may be defined as including sequencing, predicting, and analyzing the text. Many standardized tests are being administered to measure students' abilities to read and comprehend a variety of text. In this state, the Florida Comprehensive Assessment Test (F.C.A.T.) given to fourth and fifth graders, requires students to read short narratives and answer questions using examples from the text. To perform well, students must be able to enlist

background information, determine which information is important, and synthesize the information necessary to answer the questions.

Good readers apply many strategies without being aware that they are doing just that. These students have been able to develop good reading comprehension strategies on their own. In classrooms across the United States, students are asked to comprehend a variety of texts but many are not taught how to comprehend them. Students read a story or passage and then are asked comprehension questions either orally or in written form. When students do not know the answer, they are told to look for it or think about it. This only contributes to the confusion of the students as they do not have the skills or strategies necessary to find the answer.

Poor readers often read word by word, concentrating on the decoding aspect of reading instead of the meaning passed on by the words. These students are word-calling. All types of texts are read the same way without using different approaches for narrative and expository text. These students do not make reasonable predictions or expectations for the text they are about to read. When reading, these students are also unable to use semantic or syntactic clues to predict following words which aide in the fluency and comprehension of their reading.

Readers who have difficulty with comprehension may be deficient in all of these areas or only one or two. It is the teacher's responsibility to determine in what areas a student is weak. To meet the many needs of students who have different weaknesses within a classroom, the teacher may have to address all of

these areas with whole class or small group instruction.

Through in-service training many teachers have begun to introduce several reading comprehension strategies in their instruction. Pre-reading activities such as advance organizers have been implemented, especially in the primary grades. Students complete Venn Diagrams and webs to relate new material to the knowledge already acquired, increasing background knowledge. Students are being taught to identify the story elements of setting, character, problem and solution, while they are reading. Older students use this technique but categorize the problem and solution into several different parts. These elements are frequently called the story grammar.

Although these strategies are effective in increasing comprehension, students are not being taught how to find the answers to comprehension questions, such as those found on standardized tests. Students continue to perform poorly when answering comprehension questions, especially inference questions that require higher order thinking.

In this school, where the practicum project took place, students in second through fifth grade were given the Degress of Reading Power Test (1996) in September and again in March. This test was in the format of a modified cloze procedure. Words in the passage had been deleted and the students had to choose the correct word from four choices. As part of the school improvement plan, the goal was to have no more than 15% of the entire student body scoring below level.

For second grade students, scores at the beginning of the year were more

reflective of the abilities students acquired in first grade. Second grade teachers had these students in class for only four weeks prior to the administration of the test. This knowledge, placed the first grade teachers under stress to have the students ready before entering second grade. First grade teachers assumed the responsibilty of preparing these students. Those same teachers were working to find a testing instrument to determine if students were comprehending on grade level at the end of first grade. The researcher had the benefit of looping from first to second grade with 19 of the 24 students.

At the beginning of the year, 96 second graders participated in the administration of the Degrees of Reading Power Test (1996). From these students, 18 comprehended above instructional level and were in the 90-99th percentile. The largest group of students performed between the 41-89th percentile. These 53 students were considered on level. Scoring in the 41st percentile or below, 26 second graders were reading below grade level. Twenty one percent of both third and fourth grade students scored below level. Only the fifth grade, with 13% of the students scoring below level, met the school goal.

The target group for this research consists of 24 second graders in a looping classroom. This educational model allows children to remain with their teacher for two or more years. Similiarly to a multiage classroom, the students gain the benefit of consistency in teaching style, expectations, and relationships. Instead of spending the beginning of the year getting to know each other and assessing students, the time is spent continuing the learning where it left off the previous year. As a result, students leave the looping classroom with a strong

eduactional foundation on which to build. This class will also remain together next year.

The nature of this type of room has fostered higher expectations. Nineteen of these children were in the first grade class of the writer. There were eleven boys and thirteen girls. Two of the boys attend resource speech and language classes. Two of the boys were retained in the first grade. Three children participated in the gifted program once a week. All students were well behaved. One of the low performing students had some attendance issues.

The scores of the target group on the Degrees of Reading Power Test (1996) were higher than the second grade average. This is believed to be a result of the continuation of learning from first grade. With 19 of the children staying in the same class, there was little instructional time lost at the beginning of the year. Ten of the target students were performing above instructional level and 11 were performing on level. Only three students scored below grade level (Appendix A, p.66).

At the end of each section of the basal reading text distributed by the reading series company, students were given a theme test. These tests consisted of several passages with comprehension questions, as well as several other sections testing vocabulary, decoding skills, and writing skills. Two such tests had been administered to the target second grade students prior to implementation. All students were expected to perform on these test with a minimum 85% accuracy. On the first theme test, the second in the series, 14 students scored lower than 85% (Appendix B, p. 68). The second theme test, the third in the series, eight

students were still performing below expectations (Appendix B, p.68).

On these tests, the first four sections of the test focused specifically on reading comprehension. Students were asked questions concerning details, author's viewpoint, cause and effect, as well as being asked to make generalizations and organize text. These sections combined comprised 20 points toward the overall score. On the first test given, four students scored below the 16 point minimum as determined by the previously determined standards. The class goal was to correctly answer 18 of the 20 questions. Ten more students did not meet this goal, making the number of students performing below expectancy 14 (Appendix C, p.70). On the second test, eight students scored below the 16 point minimum and three others fell below the 18 point class goal (Appendix C, p.70). The class had an average twelve to thirteen students who did not meet expectations on the reading comprehension section of the theme tests. In a class of 24, this number meant that half of the class or 50% needed improvement in this area.

There was a discrepancy between those students who were not comprehending on level and the number of students who were expected to comprehend on level. When taking the Degrees of Reading Power Test, it was expected that all students perform on level. On the classroom basal theme test, all students should have scored the 16 point minimum required by the series. At least 20 of the 24 students should have been able to meet the higher requirement of 18 points. Optimally, all students should have comprehended on grade level.

Outcome Objectives

The target group consisted of 24 second grade students from various backgrounds. Nineteen of these students were in the writer's classroom for first grade where an individualized reading program was in place. All students were reading on their own level and at their own pace. Students took home books to read and then returned them to read to a volunteer or the teacher. After listening to the child read, the volunteer would ask comprehension questions.

This year's reading program had two components. Three days a week the students participated in whole group reading from the basal. Before reading, activities focused on activating prior knowledge, making predictions, and discussing new vocabulary. Actual reading of the stories was done either silently, with a partner, or through whole group guided reading. A variety of follow-up activities included completing story maps, answering comprehension activities, or writing assignments.

The other two days, children participated in reading workshop. Students read silently, responded in reading journals, and recorded books read in a reading log. These logs made students aware of patterns in the types of books they chose and kinds of books they read though to the end. During these workshop times, small groups of students met in literature circles. These students read the same book and met to discuss their thoughts. After the book had been completed, the group planed a presentation for the class. Presentations were made in the form of plays, video advertisements, puppet plays, and character studies. Students were also pulled individually to read to the writer during reading workshop.

Now that there has been a return to standardized testing, there is a need for students to have practice answering questions in the comprehension tests' format. In order for an increase in comprehension scores to take place, students also need to learn strategies for locating the correct answers. The goal of this practicum was to increase the scores of the target students on comprehension tests. The proposed objectives were:

Objective One

At the end of 12 weeks, 20 out of 24 target second grade students will improve the accuracy of replacement words in a pre/post cloze procedure by 20% (Appendix D, p.72).

Objective Two

At the end of 12 weeks, 18 out of 24 target second grade students will increase reading comprehension ability by 15% on a teacher constructed pre/post multiple choice and short answer comprehension test (Appendix E, p.75).

Objective Three

At the end of 12 weeks, 20 out of 24 target second grade students will be able to complete a comprehension activity requiring them to identify the four types of questions using the question answer relationship with 80% accuracy (Appendix F, p.82).

Objective Four

At the end of 12 weeks, 18 out of 24 target students will be able to write comprehension questions on a pre/post questioning test with a minimum score of four out of six on a grading rubric (Appendix G, p. 85).

CHAPTER II

Research and Planned Solution Strategy

Review of Literature

As a prerequisite for learning in other content areas, reading is an important skill taught in the primary grades. Children who do not become fluent readers during those years tend to struggle throughout their school careers. Comprehension skills, although not always a focus, are as equally important as decoding skills. A large quantity of studies have taken place to increase reading comprehension levels.

Carr, Dewitz, and Patberg (1989) developed the Inferential Training Technique (ITT) which uses the cloze procedure to increase students' abilities to answer inferential questions. The cloze procedure consists of a reading passage in which every fifth word is deleted. The student is expected to determine what words are missing. These authors have modified the procedure by using less deletions. Words chosen for deletion should be critical to the meaning of the text, forcing the student to search the text to make inferences. This program also introduces a checklist to make students aware of their own self-monitoring.

Poor readers do not understand that all answers cannot found in the book. They do not have the skills necessary to answer inference questions requiring use

of prior knowledge. When completing modified cloze actives, students must use background knowledge and look through the text for information to draw inferences.

There are several steps for implementing this method in the classroom. First, the teacher should explain the purpose of the activity which is to help them answer comprehension questions. Next, teachers are to model the procedure using single sentences with one deletion. A discussion of possible answers and how they were determined would follow. The teacher would then allow for extensive practice during which time positive feedback would be given.

When students become successful, a self-monitoring checklist is introduced. This checklist asks students if the answer makes sense and how they found the answer. It is also necessary for the teacher to model the use of the checklist. Now along with the cloze activity, students are asked to answer inferential questions regarding the text. By doing this, students can make a connection between the skills used in the cloze activity and the same skills needed to answer inferential questions. Finally students are given passages with no deletions with strategically placed inferential questions.

Studies have shown this method to be successful for three reasons. The activities train students to use strategies for finding the answers to inferential questions. Second, the checklist provides an ongoing reminder to monitor their progress. Third, students become aware of their own learning and the skills they use. It was also found that all readers benefit from this method, not just those having difficulty.

Berrent (1988) developed several modifications to the cloze procedure. When choosing a word for a deletion, the reader has to be aware of the syntactic and semantic limitations of the text. Using the cloze procedure focuses the reader's attention to these considerations.

Five strategies are given for using the cloze procedure. These strategies are sorted into the types of context clues and each is taught separately. In the first strategy, the clues for the missing word comes before the deletion. The second strategy places the deletion before the clues. Definitions or category titles for groups of ideas are used as clues in the third strategy. In the fourth strategy, the clues are pronouns. The last strategy gives signal words such as, but, although, and because, as clues.

Berrent (1988) suggests that after these strategies are taught, students should be presented with a cloze passage containing a variety of the mentioned types of deletions. The purpose of using these strategies is to enable students to view text holistically to find language clues. An improvement of comprehension abilities is to be expected as a result of implementing this instructional technique.

Sorrell (1990) cited a number of reasons students exhibit reading difficulties. These students do not make predictions, approach all texts the same, and focus on decoding instead of meaning. They are also unable to use a variety of strategies such summarizing, using background knowledge and self-monitoring. Direct instruction is needed to improve comprehension abilities of these students. Strategies have been suggested for using before, during, and after reading.

As a pre-reading activity, the TELLS Fact or Fiction method is used to students prior knowledge. This acronym is used to remind students of the steps in the process: "T: for study the title, E: examine the pages to find out what the story is about, L:look for important words, L: look for hard words, S: identify setting, and FACT or FICTION: deciding whether the story is a factual or fictional work" (Sorrel 1990). When using this questioning technique, teachers first ask the TELLS questions. Students then read the story and answer oral comprehension questions. After students begin answering the comprehension questions with 80% accuracy, the teacher allows the students to use the technique independently with a TELLS Fact or Fiction chart as a reminder.

A story mapping activity is used to improve comprehension during reading. This strategy allows students to make connections between what they are reading and what they already know. Students are taught to focus on the elements of story structure such as the setting, characters, problems and solutions. A teaching style called a model-lead-test paradigm is suggested for implementing this strategy. First, the teacher models the technique on the overhead or on a chart asking for student responses. Students may then complete the story maps independently as they read. Before asking comprehension questions, the teacher reviews the responses with the class. During the test phase, students use the maps independently without review of the responses.

After reading, Sorrell (1990) suggests using a strategy developed by Raphael called Question-Answer Relationship (QAR). Students are trained to identify the types of questions asked. The four types of questions are categorized

by how the answer to the question is found. The first two may be found *in the book*. If the answer is *right there*, the question is usually detailed and literal. Students should look right in the text. The question requires *think and search* if the answer is in the text in several different places. The other two types of questions are found *in the head*. Answers requiring background knowledge along with inferences drawn from the text are called *author and you*. Questions asking about the readers experiences are found *on your own*. These particular questions are usually asked before reading and during enrichment activities following reading. The model-lead-test paradigm is also suggested for introducing the QAR strategies.

These methods used together, create an intensive program for improving reading comprehension. Any of the three may be used separately, or in any combination, to meet the needs of students reading comprehension difficulties. Sorrell (1990)cautions that students should be monitored to see if they continue to apply these skills after the instruction ceases.

Sorrell (1996) presented other strategies as a part of a triadic approach to reading comprehension. In the triad, instruction is developed before, during, and after reading takes place. In addition to the TELLS Fact or Fiction strategy, four other strategies are reviewed to be used prior to reading. First brainstorming, elicits background information and all ideas are recorded on the board or chart paper. When using structured questions, teachers give students question to answer before they read the text. The K-W-L strategy asks students what they know, what they wonder, and then what was learned after reading takes place. Last, advanced

organizers may also be use to improve comprehension. Students receive an outline of important information before reading. The TELLS Fact or Fiction strategy as described above, was highlighted as being the most effective pre-reading strategy.

Sorrell (1996) also gives several other strategies to be used during reading of the text. ReQuest is a reciprocal teaching technique which requires students to develop questions about what is read. Similarly, self-questioning techniques require students to ask the five wh questions. An acronym, RIDER, teaches students to use visualization. Students are asked to create images of what they read and evaluate its completeness. Again, story mapping was mentioned as a highly effective strategy.

To use after reading, Sorrell (1996) also describes two strategies in addition to the QAR technique . The acronym SPOT, reminds students to recall major points of the story, such as setting, problem, order of action, and tail end. This is much like story mapping. Another acronym RAP, helps students recall specific information. Students are to read the passage, Ask themselves the main idea and details, and to put them into their own words. Question answer relationship, QAR, is highlighted as training students to review, question, and synthesize the information.

Swicegood and Parsons (1989) shared their suggestions for improving reading comprehension with question and answer techniques. Reasons given for reading difficulties include lack of motivation, inability to apply reading strategies and poor organizational and study skills. Four different strategies are

reviewed as appropriate methods for teaching questioning skills. As part of each of these methods, self-monitoring is mentioned as a valuable result.

First, the QAR strategies are suggested as an effective strategy which employs direct instruction as a delivery method. This method categorizes the different types of questions, text-explicit, text-implicit, and inferential, into language which has meaning for students. Teachers should display in the room a chart with the four types of questions in the room to serve as an reminder.

Next, the Hahn's Middle School Strategy as described by Swicegood and Parsons (1989) teaches remedial middle school students to use questioning techniques. The students along with the teacher develop possible questions for a given text passage. Gradually, the teacher allows students to assume responsibility for creating the questions. In the second phase of the procedure, students are introduced to the QAR method.

Reciprocal Teaching, another strategy reviewed by Swicegood and Parsons (1989), also requires the teacher to shift responsibility of questioning to the students. Three steps are followed in this method. Students are first asked to summarize the passage and create questions. Any necessary clarifications are made and before predicting what comes next. Second, the responsibility of asking questions is given to the students. The teacher should model good questioning as well as prompt students reluctant to participate. Again clarification is made with both the teacher and students actively participating.

The fourth procedure, ReQuest, is aimed to help students become active readers. It is similar in approach to Reciprocal Teaching, but differs in the

process. ReQuest begins by the teacher asking questions about the passage to model appropriate questioning. Next, the teacher and the students read the passage silently. Students then ask the teacher any questions they wish. Predictions are made before reading the rest of the passage. Students are to determine if their predictions were correct.

These methods may be used separately or in conjunction with each other. Swicegood and Parsons (1989) made suggestions for the implementation of questioning methods in the classroom. Students should be given practice and extra time to use the techniques. Teachers should encourage students to use their own knowledge. Positive reinforcement and modeling of appropriate questions are crucial to the success of the method. When using these methods, a variety of high interest materials should be used to increase self-motivation.

Several fun activities which practice questioning were mentioned by Swicegood and Parsons (1989). During Mock Press Conferences, students prepare reports on a topic of interest and the other classmates question them as if at a press conference. A team game, Predict and Question, requires one team to make predictions and the other to question the reasons for their predictions. In another activity, Questions I Would Ask, students would generate questions that they would like to ask a historical figure such as Julius Caesar. Using the format of the television game show Jeopardy, students create questions about an topic of interest. Last, students are asked to write their own test questions. All of these activities require students to apply the strategies taught by the proposed methods.

In 1995, Collier developed a cross-age tutoring program to improve the

reading comprehension of second and fifth grade students. Four students with deficits in reading comprehension were chosen from each grade level to participate in the study. The fifth grade students were comprehending at least one grade level below and the second grade students were nearly one-half grade level below. The target group consisted of four boys and four girls, although not equally distributed in the grade levels. The school where these students attended has had low attendance rates and high mobility of staff and students. Staff at the school works to increase morale and recognizes the progress and achievement of its students.

Collier (1995) began by training the fifth grade tutors to fill out the supplied checklists and to use appropriate reinforcement and praise. The second graders were then spoken to individually to explain the project and its purpose. Permission from the parents of the students was also received prior to the beginning of the study.

The implementation consisted of twelve five day weeks. Each week of the program followed the same schedule. Days one and two were spent meeting with the four fifth grade students. During these sessions, Collier (1995) met to explain the strategies that would be used with the second grade students for the following two days that week. The fifth grade students also used this time to prepare materials to use during the tutoring sessions. Guided reading questions were taken from the second grade reading text teacher's manual. The fifth grade students would then use question answer relationship to determine the types of questions. For each question, context clues were located to help the tutees.

On days three and four, fifth grade students met with the second grade students. The second grade students would read orally while the fifth graders asked comprehension questions and gave reinforcement. Again on day five, Collier (1995) met with the fifth grade students to discuss and record successes and problems. When making modifications to the program, suggestions were taken from the fifth grade students.

After the twelve week program, the students did make gains in reading comprehension. Although the students did not improve to Collier's expectations, several benefits resulted. The second grade students made from a tenth to an eighth year gain in reading comprehension. More improvement was made with the fifth grade students. Reading comprehension gains ranged from two months to one and a half years. Collier's objectives were to have all eight students make at least one year gain in reading comprehension. According to instruments devised by Collier (1995), students also improved their attitudes toward reading and their abilities to use context clues.

Swanson and De La Paz (1998) review several strategies to improve the reading comprehension of students with reading difficulties. As in the other articles reviewed, these strategies can be used separately or in conjunction with each other. The goal is for these strategies to become metacognitive, that is for students to be aware of what strategies they are using.

Swansons and De La Paz (1998) have modified an approach developed by Harris, Graham, and colleagues for teaching these strategies. Teachers are asked to describe the strategy and its purpose to the students. Next, prior knowledge

should be related to the new strategy. Third, teachers are to discuss with students their current level of performance and make goals to meet after the new strategy is taught. Teachers then use think alouds to model the strategy. Group practice and independent practice are to follow. Finally, teachers should provide several types of text so that students learn to apply the strategies whenever it is appropriate.

Swanson and De La Paz (1998) begin by describing three types of summaries. By teaching students a format for summarizing, they are able to recall main ideas and concepts which result in improved reading comprehension. A gist summary requires students to use a single sentence to paraphrase each paragraph. Students are considered successful when able to summarize paragraphs in 15 words or less. Rule governed summaries require students to use a set of rules to delete unimportant information and record the main idea. These summaries were found to be even more beneficial than the gist summary. Hierarchical summaries provide a framework for students to record the main idea and supporting details for each section.

Using story maps is another reading strategy recommended by Swanson and De La Paz (1998). Students are to locate key information in a story and record it on a teacher made worksheet. Information required often includes setting, character, problem and solution. Students should begin to ask themselves questions regarding story structure without the aid of the story map.

The next two strategies train students to use self-questioning techniques. The first is student-generated questions where students are asked to create their

own questions and to find the answers. The other is self-monitoring in which students ask themselves what they are doing, if they are following the steps of an appropriate strategy, and if the steps taken were correct. Several examples are given for different situations, such as deleting unnecessary information, locating the topic sentence and the main idea.

Text lookbacks and question answer relationship comprise the last two strategies for improving reading comprehension. In the lookback strategy, students are taught how to skim passages and look back through the text to locate answers. Teacher think alouds have been effective in modeling this particular strategy. By categorizing the types of questions asked, question answer relationship (QAR) may also be used to improve reading comprehension. Students are taught to identify the types of questions and then use background knowledge and the knowledge of the test to correctly answer the questions.

As stated previously, these strategies may be used together or independently. Some are more appropriate for training students to locate details and others increase overall student reading comprehension. It is recommended that self- questioning be integrated with all of the other strategies to increase metacognition.

According to Baumann, Jones, and Seifert-Kessell (1993), think alouds can improve students' comprehension monitoring abilities. Research shows that good readers successfully use self-monitoring. Think alouds require students to occasionally stop while they are reading and orally relate the strategies being used. While using this technique, it was believed that students would also be able

to apply other strategies to aide comprehension.

A group of fourth grade students were chosen to participate in the study. Half of the students were taught reading strategies through the think aloud technique. The other students were taught using either the Directed Reading-Thinking Activity or the directed reading activity using the same text as the first group.

The think aloud strategies were taught to the students in a total of ten weeks. Each lesson had three phases. First, students were introduced with a verbal explanation and overview. Then, the teacher would model the strategy. Last, students participated in guided and independent practice.

Self-questioning was modeled in the first lesson by comparing the method to the job of a reporter. During the second lesson, students were taught a modified form of the question answer relationship. The think aloud technique was introduced and reviewed during the third and fourth lessons. Lessons five, six seven and eight were spent teaching strategies through the think aloud technique. These strategies included predicting, verifying, inferring, retelling, and rereading. The last two lessons were dedicated to review and application.

Quantitative assessment results, though not addressed in the article, led Baumann, Jones, and Seifert-Kessell (1993) to determine that the think aloud technique was highly effective in improving students abilities to apply a variety of reading strategies. Aware of the differences in students and teaching styles, the authors made suggestions for adaptations and modifications. The think aloud technique can be integrated into existing instruction used with basals, literature,

and content area texts. In order to give students ownership, teachers can allow the students to come up with the strategies for the think-aloud sessions on their own. The authors also recommend that students work collaboratively to be the most successful.

Sears, Carpenter, and Burstein (1994) developed and implemented a meaning-based reading instruction program for students with special needs. Traditionally, the instruction of these students was focused on decoding skills. The need for this type of program arose when special education teachers in California were required to implement whole language practices. Many of these educators believed that whole language instruction would not be appropriate for poor readers. These readers would need direct instruction in phonological awareness and comprehension strategies. The purpose of this program was to create a balanced reading program combining whole language with the traditional approach to teaching reading instruction.

A six week study took place to determine the effectiveness of the program. Eight sixth grade students in a special education resource classroom were chosen to receive this balanced reading instruction. All target students were identified as learning disabled. Reading equivalencies ranged from third to seventh grade. Although the majority of the students were not reading on grade level, the authors chose to use the grade level text for the program. One reason was to make students able to return to the regular classroom. The other was to expose students to grade level concepts and vocabulary.

To develop a well balanced program, three teaching techniques were

incorporated. First, assisted reading requires students to read along with a fluent reader or tape recording. During this time, students were reading grade level materials. The level of the assistance was tailored to meet the needs of each individual child. Second, an informal assessment was used to determine the amount of assistance each child needed and to gain information on specific areas of difficulty. A running record modeled after that one developed by Marie Clay, was used for this purpose. Finally, contextualized strategy instruction taught needed skills through meaningful reading activities. Word analysis encouraged improved decoding skills. Reciprocal reaching and Direct Reading-Thinking Activity were used to improve reading comprehension.

A balanced approach to reading instruction has already been in place in the target classroom. The Direct Reading-Thinking Activity is used frequently. To improve the reading comprehension and decoding abilities of the target students, a program implementing a narrower focus on strategies will be used.

Findings of this study showed several benefits of this program. Although the actual reading equivalencies on an alternate form of the reading inventory did not improve, students read passages more fluently and answered more comprehension questions correctly. The running records also showed an improvement in students' abilities to decode multisyllable words and self correct as well as improvement in reading comprehension. The reaction of these students regular classroom teachers and their parents were an added benefit. The increased confidence and interest of these students was apparent.

Coolidge (1989) designed and implemented a program to use higher order

cognitive questions to increase comprehension. Teachers were trained to generate higher order questions using Bloom's Taxonomy. These teachers met to plan as a team, discuss questions, and practice classifying questions with Bloom's Taxonomy as a guide. All teachers were planning for the same unit of instruction. Fairy tales were used to span the wide range of reading levels found in each classroom. Story maps were introduced as a strategy that teachers could implement in their classes.

In this study, five teachers participated including Coolidge. There were 105 target second grade students also involved as the recipients of this instruction. The reading levels of these second grade students ranged from kindergarten to third grade. The majority of the students were from average socio-economic background. Eighty seven percent of the students were White, six percent were Black, and seven percent were Hispanic. Twenty seven percent of those students attended the Chapter I Reading Program. Eighteen percent of the students attended some type of exceptional student classes.

As a result of the program, Coolidge (1989) found that the ability of the students to answer higher order reading comprehension questions had increased by 20%. The test results on a standardized reading comprehension also improved. All teachers were able to correctly classify the types of questions according to Bloom's Taxonomy. All objectives were met. In the future, Coolidge(1989) and the target teachers would like to implement these strategies at the beginning of the year and spend time sharing these techniques with colleagues. They would also like to have students begin to generate their own questions.

While working with middle school students, Gauthier (1990) implemented two strategies to develop language competency. Students entering middle school often have difficulty making the shift from skill related activities and narrative texts toward learning mostly from content area textbooks. In order to deal with the complexities of content text, students should continue to receive instruction to build and relate vocabulary.

The first strategy used by Gauthier (1990) is the inverse cloze in which a passage is prepared with all but every fifth word deleted. Students then fill in the blanks with words they choose. Students must be careful to make sure the choices make sense with the words supplied. After these are completed, the class shares and discusses the results.

The second strategy used by Gauthier (1990) is building content vocabulary. For a selected passage, the instructor would choose a list of vocabulary words which might pose a problem. Before reading the passage, students would speculate as to their meanings. Notes would be written on the board from their responses. Then as the students read, they are to use context clues to compare the actual meanings to the speculations. Each student would then be asked to write sentences using each word to reflect the correct meaning. Sentences would be shared and discussion would take place to determine if students had complete understanding of the chosen words.

The purpose of both of these strategies is to develop language competency which in turn will increase reading comprehension. Gauthier (1990) ascertains that the inverse cloze procedure requires students to use contextual analysis and

that building content vocabulary will result in improvement of reading comprehension abilities.

Boloz and Muri (1994) describe a reading program developed at their school. This school, Ganado Primary School, was chosen at the 1993 annual International Reading Association convention as a school with an exemplary reading program. Ganado Primary School is located within the boundaries of the Navajo Nation in Arizona. The majority of the student's families are poor and speak English as a second language. Writing, reading and the content areas are integrated as a part of the Ganado learning Arts Development (GLAD) project. Students participate in a school wide postal service. In addition to writing the mail which is distributed, the students also deliver the mail. Within the school, a lab is set up to publish student books and the school newspaper which includes student articles, news reports and editorials.

As a main focus, much of the school's yearly supply money is spent on books for the media center and individual classroom libraries. To increase the amount of time spent reading, the school put into place several parenting workshops. Each day classes have one and a half hours of uninterrupted time for instruction. No students are pulled out for special programs. During this time block, those special area teachers work in specific classrooms providing support. Students receive more individual attention by having an extra staff member in the classroom.

In addition to these other programs, Boloz and Muri (1994) describe a program adopted in the first grade. The school has targeted the first grade as the

level at which they wish to focus interventions. Each class has been reduced to 15 students. Many teachers have been trained in the Collaborative Literacy Intervention Project (CLIP). This model provides 30 minute one on one reading and writing intervention lessons to identified students. Students in the bottom 20% of the class qualify for this assistance. Other teacher training includes breakfasts to share ideas and children's books. At this school, the focus was increasing parent involvement and bridging the cultural gap. These factors are not problems in the target school, where the families are involved and children have exposure to literature in the home. A more specific reading program is needed for the target students.

According to Edelen-Smith (1997), instruction in phoneme awareness is necessary to improve reading success. Since many regular education classes do not teach phoneme awareness, the children needing instruction are found in special education classes. For special education teachers to relate phoneme awareness activities to the type of instruction used in the regular class, it is suggested that they choose words from the material currently used in the classroom. Observation in the child's classroom is also suggested. Some collaboration of planning will need to occur between teachers.

Several ways for introducing phoneme awareness are mentioned. First, many children's literature books use alliteration, assonance, and rhyme. Second, by creating a word family chart there is a visual correlation which can be displayed in the room as a reference. Last, some students will also require direct instruction. Game-like activities were suggested for use with struggling children.

Phoneme Awareness was sorted into two classifications by Edelen-Smith (1997), simple and compound. Simple phoneme awareness includes isolated sound recognition, word, syllable, and phoneme counting, sound syllables, sound-to-word matching, identification of sound positions, sound segmentation, and letter-sound association. Compound phoneme awareness includes word-to-word matching and sound deletion. Explanations and activities were given for each.

In Edelyn-Smiths' (1997) opinion, phoneme awareness instruction should be a priority to reduce reading failure. It is also stated that these activities should not replace the current type of instruction but, instead be integrated within the current instruction. Although this type of instruction may be very effective with students just beginning to read, it would not be effective in improving the reading comprehension of second grade students who are already past this stage.

Faggella and Horowitz (1990) make suggestions for reaching all types of learners. These authors state a belief that all children would meet their potential if teaching styles were tailored to the seven intelligences. It has been found that everyone possess all seven intelligences but is stronger in some than in others. Teachers are encouraged to make the most of a child's talents and strengthen the weaknesses. These seven intelligences are linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal.

Characteristics and activities are given by Fagella and Horowitz (1990) so that teachers can incorporate these findings in their classrooms. A linguistic learner is characterized as having a good memory for trivia information and a

love for reading and writing. The logical-mathematical learner does well in math and has skills for problem solving and reasoning. Needing visual stimuli to learn, the spatial learner is imaginative and often daydreams. The musical learner has a good memory for songs, notices pitch and rhythm, and notices many almost inaudible sounds. Called the mover, the bodily-kinesthetic learner excels in physical activities and needs movement. The last two intelligences focus on communication. The interpersonal learner works well in a group and is often a leader, while the intrapersonal learner works best alone and in tune with his or her feelings.

Along with the activities for motivating each child in his or her area of talent, the article gives suggestions for how each type of child learns best. For example, Fagella and Horowitz (1990) suggest teaching the logical-mathematical learner by categorizing and classifying. This course of instruction, however effective, would require more time to implement than allotted for this practicum. Strengths and weakness would have to be determined for each child in all seven intelligences. Also, other staff members would have to be involved to meet the needs of each individual child. At this time this extra staff involvement is not available.

Homan, Klesius, and Hite (1993) conducted a study on the effects of repeated readings and nonrepetetive strategies on fluency and comprehension. Twenty six below grade level sixth grade students were chosen to participate in the study. These students were split into two equal groups. The first group received instruction using repeated readings. During this type of instruction,

students first read a short passage while miscues are recorded. Then the students reread the same passage several times. The passage is reread a final time while the teacher records miscues a second time. Afterward, the teacher will meet with the student to share a graph showing the progress between the first and last reading. In this study, students were paired for repeated readings.

The second group in the Homan, Klesius, and Hite study (1993) received instruction using nonrepetitive strategies. These include echo reading, unison reading, and assisted cloze reading. Echo reading requires the teacher to read a sentence before having the child repeat it. During unison reading, the teacher and students read together. Assisted cloze reading requires the teacher to read a passage and occasionally hesitate to allow the students to read the next word. None of these three strategies require the students to read a passage more than once.

The study by Homan, Klesius, and Hite (1993) was implemented for seven weeks. Each group of students received instruction three times a week in twenty minute sessions. The purpose of the study was to compare the two types of instruction, determine if the methods had an effect on reading performance, and to determine if repeated readings had a greater effect than nonrepetitive strategies on reading performance.

Results of the Homan, Klesius, and Hite (1993) study were determined by comparing pretest and posttests for comprehension and fluency. Students were asked to orally read from passages found in the students basal reading series and then retell what was read. These readings were audio taped and then analyzed. To

determine fluency rates, miscues were recorded. The retellings were used to determine comprehension abilities using a predetermined scoring rubric. According to the results, both instructional methods improved the students' fluency and comprehension. However, it could not be completely attributed to the methods because the amount of time students were engaged in instruction significantly increased. This fact could also have contributed to the students' improvement. It was also found that there was no significant difference in the improvement of the students receiving repeated reading instruction as compared to students receiving nonrepetitive strategy instruction.

Although there no was no significant differences found between the two types of instruction, the authors, Homan, Klesius, and Hite (1993) expressed some concerns regarding the repeated reading method. This type of instructions has several weaknesses. Due to the time needed to reread a passage several times, the students' exposure to vocabulary, content topics, and genre is limited. It may also cause a loss of motivation and seen as punishment for not reading well. The authors raise a concern that rereadings will be overused as remedial instruction and further decrease their attitudes towards reading. The authors do conclude that used sparingly and properly, the repeated reading strategy used in conjunction with nonrepetitive strategies can be an effective method for improving fluency and comprehension.

Although the authors, Homan, Klesius, and Hite (1993), provide research on two valid types of instruction, these strategies would not meet the needs of the target students. The target students have participated in an individualized reading

program for a year and a half. With the books they read for this program, they are required to do some repeated reading for fluency. Some of the nonrepetitive strategies have also been used. For this practicum, a new approach is needed to improve the reading abilities of the target students.

In research carried out by Brown, El-Dinary, Pressley and Coy-Ogan (1995), some similiarities were found in effective reading programs. Each program taught strategies that were transactional in approach. Students were taught that the meaning of text lies in the transaction between the text and the reader. Also, students learned to work together to determine a text's meaning. In turn, the teacher planned instruction around student reactions to the text instead of having a predetermined lesson. The authors named this instructional approach transactional strategies instruction or TSI.

When using the TSI approach, several strategies are thoroughly taught daily over a long period of time. Some of these strategies include predicting, summarizing, visualizing meaning, associating meaning with background knowledge and self-monitoring. When decoding difficult words, students are encouraged to skip and come back, reread, or guess using context clues. These strategies were taught in correlation with each other, not in isolation. Teachers used think alouds to model the strategies and coached students as they began to use the strategies.

After researching several programs of this type, Brown, El-dinary, Pressley, and Coy-Ogan (1995) completed a study comparing TSI to a more traditional reading program. Twelve second grade students of comparable

abilities were chosen to participate in the study. Half of the students were in classrooms with TSI teachers and the other half were in classrooms with traditional teachers. At the end of the year long study, it was found that the standardized test scores of the TSI students showed greater improvement. These students also were better able to apply strategies on their own and acquired more information from the text.

Authors, Brown, El-Dinary, Pressley, and Coy-Ogan, state that this program should be implemented over a long period of time to be effective. The study done by these authors spanned one year. The amount of time allotted for this practicum does not allow for the implementation of this type of program.

Planned Solution Strategy

While reviewing the literature, it became evident that there were a multitude of approaches and strategies for improving reading abilities, especially reading comprehension. Of those articles reviewed, most of the authors agreed that specific and direct instruction is needed. Many also agreed that questioning techniques are important tools for instruction and student improvement in comprehension.

After reviewing professional literature and the possible solutions presented, the writer chose two specific strategies to be implemented in this practicum to improve comprehension and increase students' abilities for decoding unfamiliar words. The first strategy, using the cloze procedure for instruction (Berrent, 1998; Carr, Dewitz, and Patberg, 1989, and Gauthier,1990), would be used to focus students' attention toward context clues for decoding

unfamiliar words. In its assessment form, a cloze procedure consists of a 250 word passage with every fifth word deleted. Students would be expected to fill in the blanks with words that make sense in the passage. The students would not be given a choice of words. When using the cloze procedure for instructional purposes, sentences or short passages with key words deleted would be used. Students would be taught how to look for words that give clues about the deleted words.

During instructional sessions, students would learn to look for several types of clues, including pronouns, definitions, and transition words. Students would also be made aware that clues could come before or after the deleted words. Discussions would take place concerning how this strategy would aide the students in their reading and decoding of unfamiliar words. This strategy would be taught directly once a week and practiced several other times a week. As most target students have little difficulty with decoding, this strategy would be used to strengthen skills to enable better comprehension.

The second strategy, question answer relationship (Collier, 1995; Coolidge,1989; Sorrel,1990; Sorrell,1996; Swicegood and Parsons, 1989; and Swanson and De La Paz,1998) was chosen to improve reading comprehension. This strategy requires students to be able to identify different types of questions according to where the answers are found. There are two types of questions that have answers found in the book and two types that are found in the students' heads.

Students would use highlighting markers to color code each type of question. They would also create their own questions of each type. Instructions would begin with a focus on the questions with answers found in the book. Then instruction would focus separately on questions with answers found in the students' heads. Each question type would be introduced with the think aloud method (Bauman, Jones, & Seifert-Kessel, 1993). After mastery was reached, all four types of questions would be combined. Class discussions would take place periodically concerning how to transfer these skills to every day reading. During this time, students would also be allowed to express successes and frustrations.

Due to several factors, the methods suggested by the other studies were rejected. Time constraints ruled out the multiple intelligence approach described by Fagella and Horowitz (1990) and the transactional strategies instruction (TSI) described by Brown, El-Dinary, & Coy-Ogan (1995). Other approaches were rejected because at least some aspect of the method had already been implemented with the target students and a more specific strategy approach was needed. The child centered program at Ganado Primary School (Boloz & Muri,1994) included a literature and writing based curriculum that was already in place at the target school. Edelen-Smith (1997) suggested a phoneme based approach which was more appropriate for beginning readers. The repeated readings and nonrepetetive reading strategies mentioned by Homan, Klesius and Hite (1993) have also been used previously with the target students, as have the balanced approach techniques of Sears, Carpenter, and Burstien (1994).

CHAPTER III

Method

The goal of this practicum project was to increase the comprehension abilities of 24 target second grade students. Children of various backgrounds participated in a comprehensive 12 week reading program. It took place during the final three months of the school year. During this time, instruction focused on incorporating the use of modified cloze procedures, the question answer relationship, and self-questioning.

Week One

Day One: The pre-cloze procedure test was administered. Students were encouraged to read the entire passage and then complete as many blanks as possible.

Day Two:The pre-comprehension test was administered.

Day Three: Make-ups for absent students took place on day three. Extra time was also given for students who were not able to complete the comprehension test in the amount of time given.

Day Four: Students read *What Happened to Patrick's Dinosaurs?* by Carol Carrick in the second grade reading basal. Students were then asked to

write five questions that they think everyone would be able to answer. These questions were scored by a rubric and then were used to compare to the questions the students wrote in the final week.

Day Five: It began with a discussion of the students' reaction to the week's activities. The writer discussed the strengths and weaknesses of the overall group. Then the purpose of the program was explained and an overview of the next eleven weeks was given .

Week Two

Each week began with activities centered around modified cloze procedures. Students had an additional practice cloze activity some other time in the week. These practices were given to small groups of children on revolving days. The groups then met to discuss the results.

The remaining four days of the week focused on QAR activities. After each 35 minute lesson, 15 minutes was spent working with students having difficulty while the remaining students read silently. Students were given several colors of highlighter markers to use during reading activities. These highlighters were used as a visual aide for marking different types of clues when using the question answer relationship strategy.

Day One: The lesson began with a discussion of what students do when they come to an unfamiliar word. The students responses were written on a chart. Students were then asked what they do when answering comprehension questions. Another chart was used to record responses. The purpose of the program was

reviewed. Cloze activities started by using single sentences or short paragraphs. First, several sentences were used to model context clue strategies through think alouds. Clues for the deleted words were found in a variety of placements. Next, samples were placed on an overhead projector and the class worked through each until a comfort level was found. Students were asked to explain how a decision was made for each sentence. Last, students were asked to complete several cloze sentences on their own.

Day Two: First, the list of what students do when answering comprehension questions was reviewed and discussed. Then, *What Happened to Patrick's Dinosaurs?* was read aloud to refresh the students' memories. A list of questions selected from those the students wrote were distributed. These questions were chosen if the answers could be found either right there or with a think and search. Some questions were supplemented to include several of each type.

As a group, each question was answered and a discussion took place as to where it was found. After answering all the questions, students began to notice the difference between the two types of questions. Students were asked to cut apart the questions and sort them into the two types of questions. A definition of right there and think and search was given. Next, students glued the questions to papers with the corresponding question type. These question sorts were kept by the students as reference examples.

Days Three: A narrative passage was used to model the use of the highlighting markers. The answers to the right there questions were highlighted

in green and the think and search answers were highlighted in pink. During guided practice, students were chosen to use the technique. After being given a narrative passage accompanied by eight to ten questions, students worked with partners to answer the questions, highlight the answers, and determine the type of each question.

Day Four: A quick mini-lesson took place to go over common errors and difficulties found the day before. Students were again given a narrative passage and worked with partners to answer questions using the techniques taught the day before. Upon completion, the class met to discuss students' thoughts and progress.

Day Five: The lesson began with a mini-lesson to discuss what clues were written in the question to help determine the question type. Several questions were shown to discuss the clues given in each. After being given a narrative passage, students were asked to individually read and answer questions using the highlighting technique. The questions were reviewed and discussed with the class.

Week Three

Day One: The cloze lesson focused on using clues that came before the deleted word. Single sentences and short paragraphs were used to model using these clues through think alouds. After several had been modeled, students were asked to look for similarities in how each deleted word was completed. When students noticed that all the clues were found before the deleted word, several more passages were modeled while the clue word was underlined. Students were

then given a chance to participate through guided practice. Next, students were given sentences to complete on their own. They were required to underline the word used as a clue.

Day Two: The lesson began with a discussion to tie the cloze activities to the QAR activities. Students were asked in what way the cloze activities would help with their reading. Then students were asked the same of the QAR activities. The students were able to see that the cloze technique aides in the comprehension of unfamiliar words found while they are reading and that the QAR activities helped them comprehend the entire text and answer questions correctly. A discussion followed about the necessity of both.

This week expository text was used to practice the techniques learned during the previous week. The difference between narrative and expository text was discussed though. A passage accompanied by comprehension questions was used to model the QAR highlighting technique for expository text. Questions were again found right there or through think and search. Differences between narrative and expository questions were discussed. Another passage was used for guided practice before students used the technique with partners on a third passage.

Day Three: During a mini-lesson, difficulties and students' thoughts were discussed. Some students expressed difficulty distinguishing the difference between the two types of questions. Other students were called upon to describe their techniques and were asked to help those having difficulty. After guided practice using an expository passage, students worked individually to answer

questions using the QAR highlighting technique. Students that exhibited difficulty were pulled into a small group for extra guided practice.

Day Four and Five: Students met as a whole group to discuss prior knowledge of an octopus, before reading *An Octopus is Amazing* by Patricia Lauber from the basal reader. During the last school year 19 of the 24 students studied them during a unit on the ocean. This story was used to continue the use of the QAR highlighting technique with expository text. Several vocabulary words were introduced before reading. Students discussed questions that they could ask themselves while reading.

After reading *An Octopus is Amazing*, students received eight comprehension questions. While answering them, the students were required to highlight each question by its type, either right there or think and search. Although students were not able to use the highlighting technique in the text, they were encouraged to highlight the answers in their mind as they find them. Upon completion, students traded with a partner to check and discuss their answers. The researcher observed each set of partners to determine if any needed extra assistance.

Week Four

Day One: The cloze activity focused on clues that appeared after the deleted word. Single sentences and short paragraphs were used to model using these clues through think alouds. After several were modeled, students were asked to look for similarities in how each deleted word was completed. When

students noticed that all the clues were found before the deleted word, several more passages were modeled while the clue word was underlined. Students were then given a chance to participate through guided practice. Next, students were given sentences to complete on their own (Appendix M, p. 97). They were required to underline the word used as a clue.

For the next four days, both narrative and expository texts were used. Students practiced formulating questions with answers found right there and through think and search.

Day Two: The lesson began with a discussion about the questions created by the students during the first week. Writing questions for a given passage was first modeled through think alouds. A second passage was presented and read, at which time students brainstormed questions. Many students had difficulty with the think and search questions. More guided practice was needed. Students created several think and search questions which could be used with any passage. Another passage was distributed to the students who then worked with partners to create one or two questions for each right there and think and search. Partners shared these questions with the class.

Day Three and Four: Each day began with guided practice using narrative and expository passages. Extra time was spent practicing think and search questions. Students created four to five questions for a given passage, including each question type. On day three students worked with partners and on day four students worked individually. Students that continued to have difficulty were

paired with students who had a good understanding. Each day ended by sharing and discussing questions with the class as a whole.

Day Five: Students practiced writing questions and then traded papers for a partner to answer. This activity did not take place due to a county wide professional day on which the children did not have school.

Week Five

Day One: This cloze lesson focused on clues that were definitions or labels of the deleted word. Single sentences and short paragraphs were used to model using these clues through think alouds. After several were modeled, students were asked to look for similarities in how each deleted word was completed. When students noticed that all the clues were found before the deleted word, several more passages were modeled while the clue word was underlined. Students were then given a chance to participate through guided practice. Next, students were given sentences to complete on their own. They were required to underline the word used as a clue.

The following two days' activities were abbreviated to fit into the afternoon schedule. The morning hours were consumed by the administration of the Standford 9.

Day Two: After being read *Two of Everything* by Lily Toy Hong, students were given a list of comprehension questions. These questions had answers which could be drawn from author and me or on my own.

As a group, each question was answered and a discussion took place as to where it was found. After answering all the questions, students began to notice the difference between the two types of questions. Students were asked to cut the questions apart and as a class, the students sorted the questions into two categories. A definition of the author and me and on my own was given. Next, students glued the questions to papers with the corresponding question type written at the top. These question sorts were kept by the students as reference examples.

Day Three: A narrative passage was used to model the use of the highlighting markers. The author and you questions and answers were highlighted in yellow. On my own questions were highlighted in orange but the answers could not be highlighted due to their nature. During guided practice, students were chosen to use the technique.

Day Four: A review of the two new types of questions learned the day before took place. Guided practice revealed that the students had some difficulty determining if a question was author and me or on my own. Many students thought that some of the author and you questions were on my own because they either knew the answer before reading or because they didn't have to read back for the answer. As a class, it was decided that questions that could be answered without even reading the passage were on my own. Some example questions they determined were author and you asked how the reader thought a character felt or why the character reacted in a certain way. On my own questions asked the reader about personal experiences. Students were given a narrative passage and worked

with partners to answer questions using the techniques taught the day before. Upon completion, the class met to discuss students' thoughts and progress.

Day Five: The lesson began with a mini-lesson to discuss what clues were written in the question to help determine the question type. Several questions were shown to discuss the clues given in each. After being given a narrative passage, students were asked to individually read and answer questions using the highlighting technique. Students were asked to write the name of the question type for each question accompanying the passage.

Week Six

Day One: The cloze lesson focused on clues to the deleted words that were pronouns. Single sentences and short paragraphs were used to model using these clues through think alouds. After several were modeled, students were asked to look for similarities in how each deleted word was completed. When students noticed that all the clues were found before the deleted word, several more passages were modeled while the clue word was underlined. Students were then given a chance to participate through guided practice. Next, students were given sentences to complete on their own which included pronouns as clues, as well as clue types previously taught (Appendix N, p. 99). They were required to underline the word used as a clue.

Day Two: This week expository text was used to practice the techniques learned during the previous week. Students were asked to explain the QAR method to the principal who was in the room visiting. A passage accompanied by

comprehension questions was used to model the QAR highlighting technique for expository text. Questions were answered through the author and me or on my own. Another passage was used for guided practice before students used the technique with partners on a third passage.

Day Three: During a mini-lesson, difficulties and students' thoughts were discussed. Although the students had been able to identify author and you and on my own questions for narrative passages, they had the some difficulties with questions for expository passages. The target students have a wide variety of background experiences and therefore thought that many questions were on my own because they knew the answers before reading the passage. When they were able to explain the reasoning behind their identification, it became necessary to be flexible with the labeling of these two questions with regard to expository passages.

After guided practice using an expository passage, students worked individually to answer questions using the QAR highlighting technique. Students that exhibited difficulty met in a small group for extra guided practice.

Day Four: To evaluate the students' abilities to use the QAR strategies, the target students were asked to answer comprehension questions and highlight each question according to its type. They were given two short passages, one narrative and one expository. All four questions types were used. This being the students first activity with all four types of questions, they found it quite challenging. Again, many students highlighted questions differently than the answer key but later were able to justify their answers. Other students just confused the question

types when all put together.

Day Five: Much necessary review and remediation took place. Time was taken to review each type of question and where its answer is found. The QAR strategy was modeled using all four question types. Several passages were then used for guided practice.

Week Seven

Day One: Students completed a lengthier cloze activity with a combination of the clue types learned so far. This activity was used to determine that the students were able to apply the skills taught. Increased confidence was also noted.

For the next four days, both narrative and expository texts were used. Students practiced formulating questions with answers found through the author and me and on my own. While creating questions to model, the writer determined that it was very difficult to write author and you questions for expository test. The students also found this difficult. During the following days, the students generally created fewer author and you questions and usually needed assistance.

Day Two: The lesson began with a discussion about the questions created by the students during the first week. Writing questions for a given passage were first modeled through think alouds. A second passage was presented and read, at which time students brainstormed questions. Another passage was distributed to the students who then worked with partners to create one or two questions for

each the author and me and on my own. Partners shared these questions with the class.

Day Three and Four: Each day began with guided practice using narrative and expository passages. Students created four to five questions for a given passage, including each question type. On day three students worked with partners and on day four, students worked individually. Each day ended with sharing and discussing questions with the class as a whole.

Day Five: Students were given one of two passages. Each student created six questions, three of each type, for the given passage. Students then exchanged passages and questions with a student who had a different passage. After reading and answering the questions, students met with their exchange partners to discuss the answers. The class met to discuss thoughts regarding the activity.

Week Eight

Day One: This cloze lesson focused on signal (transition) words which were clues to the deleted words. Single sentences and short paragraphs were used to model these clues through think alouds. After several were modeled, students were asked to look for similarities in how each deleted word was completed. When students noticed that all the clues were found before the deleted word, several more passages were modeled while the clue word was underlined. Students were given a chance to participate through guided practice. Next, students were given sentences to complete on their own. They were required to

underline the word used as a clue.

Days Two-Five: For the next four days students read narrative and expository passages, answered comprehension questions and highlighted each question as to its type. All four question types were combined. Mini-lessons with guided practice began each day and small groups met for extra assistance. Several students worked with partners instead of independently.

Week Nine

Day One: The cloze lesson focused on reviewing all the clue types that had been covered. Another lengthier passage was given to students to complete. Upon completion, students discussed the answers with a partner. Then the replacements were reviewed as a group, discussing areas of difficulty.

Days Two-Five: For the next four days students read narrative and expository passages and wrote comprehension questions for each question type. Each day students traded with a partner to compare questions. Good example questions were chosen to share with the class. Mini-lessons and small group remediation occurred as necessary.

Week Ten and Eleven

During these two weeks students practiced answering all types of questions for expository and narrative text. They were also asked to formulate all types of questions. Lengthier cloze passages were distributed for independent practice. The amount of time devoted to each activity was determined by the

needs of the students. A different type of activity was used each day. Some students worked with peer tutors, some in small groups with the writer, and others worked independently.

Week Twelve

Day One: The post-cloze procedure test was administered. Students were encouraged to read the entire passage and then complete as many blanks as possible.

Day Two: The post-comprehension test was administered.

Day Three: The post-QAR test was administered. Students were asked to identify the four types of questions given in a comprehension activity.

Day Four: Students read a short story and wrote comprehension questions for the post-questioning test.

Day Five: A day of reading fun culminated the program. Students brought in sleeping bags and spent a day reading and doing related activities.

CHAPTER IV

Results

In order to determine the effectiveness of this practicum project, four different types of assessment were administered. First, the target second grade students were asked to complete a pre/post cloze procedure (Appendix D, p. 72) to assess their ability to use context clues. Second, a pre/post comprehension test (Appendix E, p. 75) was administered to determine the effectiveness of the strategies taught in improving overall reading comprehension. Third, the target students were asked to complete an activity requiring them to identify the four types of questions used in the question answer relationship (Appendix F, p. 82). Last, the target students were asked to write pre/post comprehension questions (Appendix G, p. 85) to accompany a story using what was learned about the question answer relationship.

The pre/post cloze procedure (Appendix D, p.72) was developed by deleting every fifth word of passages found in the second grade textbook. Each test included a passage which equaled the 300 words required for this procedure. The students' scores were determined by the percentage of exact replacements. All errors were analyzed to determine to what extent students were able to use context clues.

At the end of 12 weeks, objective one was considered successful because

20 out of 24 target students improved the number of exact replacements by at least 20%. Thirteen of the target students improved by 25% or higher. Appendix H, page 89 shows the scores for each of the 24 target students.

Several benefits resulted from teaching the students strategies for completing the cloze procedures. First, target students learned that context clues may appear in different parts of the text. Students were then able to see how this strategy could aid in decoding unfamiliar words.

Second, students gained confidence in their abilities to use context clues. When the pre cloze test was administered, it was met with apprehension. Nine students left ten or more of the deleted words blank. With practice and guidance, the students became more comfortable with the exercises and were excited when their answers matched the deleted words. After completing the post test, 17 students had zero omissions (Appendix K, p.93). One had 12 omissions, but they had decreased from 30. The remaining 6 had less than four omissions.

In addition to the improvement of exact replacements in the cloze procedure, the number of synonyms used also improved. A word was only scored correctly if the exact word was written. The writer also analyzed the cloze procedures for an increase in words that were synonyms for the exact words (Appendix K, p. 93). Eleven of the target students wrote three or four more synonyms on the post test than they wrote on the pre test and six students wrote five to seven more synonyms. This shows that the target students had an increased comprehension and ability to use context clues after the practicum implementation.

The success of objective two was measured by a pre/post comprehension test (Appendix F, p. 82). This evaluation tool consisted of three short stories with four to ten comprehension questions each. Answers were given in a multiple choice and short answer format. Questions included those that required recall of information, background knowledge, and inference.

At the end of the 12 week implementation, this objective was considered successful because 19 out of 24 students improved by at least 15% on the pre/post comprehension test (Appendix I, p. 89). Seven of the target students improved by 20% or higher. The results from the comprehension tests reveal that the cloze procedure strategies and question answer relationship taught during the 12 week program were successful techniques for improving overall reading comprehension. The improved ability to use context clues aided the initial reading of the text. The target students were also able to apply the question answer relationship to find answers to the comprehension questions. Most students also wrote more complete answers.

Objective three was evaluated by a post question answer relationship activity (Appendix F, p. 82). This evaluation consisted of two passages, one expository and one narrative. Eight to ten questions accompanied each passage. Students were asked to determine which type of question was being asked; right there, think and search, author and me, or on my own.

After the 12 week program, this objective was not considered successful because only 11 of the 24 target students were able to identify the questions with an 80% accuracy or higher (Appendix J, p. 91). Nine of the target students scored

between 55% and 75%. The remaining 4 students identified the questions with less than 45% accuracy. The objective stated that 20 out of 24 target students would be able to identify the question types with 80% accuracy or higher.

During the course of the 12 week practicum program, it was found that the question types could be subjective to each individual student, making it difficult to identify a particular question as only one specific type. Some room for this was given in scoring the tests. The writer determined that for many second grade students, being asked to differentiate between the four question types was too difficult. Most of the target students could however differentiate whether questions were in the book or in my head, the two main categories of the question types.

Although technically the objective was not successful, the writer believes that teaching the question answer relationship technique was successful in increasing comprehension. It required the target students to look at questions in different ways. When students became aware of the relationship between the questions and the answers, they learned that they didn't just have to read the story, remember it and then answer the questions from memory. Even though they had been told many times before to look back in the text for the answers, they never understood why or how. In the same light, some students were confused by questions that had answers that couldn't be found in the text, stating that the answer wasn't there. The target students felt that they now had the trick to answering comprehension questions.

The last objective was evaluated by a pre/post questioning test. This

assessment required that students write five questions to accompany a narrative story. Questions were scored according to a grading rubric. Points were given for using a variety of question types.

At the end of 12 weeks, objective four was considered highly successful because 21 of the 24 target students scored a four or higher on the grading rubric. Nine of the students scored a five and ten students scored a perfect six (Appendix K, p. 93). Although students had difficulty identifying the four specific question types, they learned how to write several questions for each type that could correlate to any story. Also, for this evaluation the target students were not required to label each question to its type.

By learning how to write a variety of question types, the target students became even more aware of the relationship between questions and answers. They also learned why it is important to ask different types of questions. The students came to the conclusion that writing questions is not as easy as they might have once thought. Many felt it was more challenging to write the questions than to answer them. The target students particularly enjoyed the question writing activities because it gave them a feeling of responsibility and importance.

Based on the success of three out of four of the objectives, this practicum project proved to be successful. The third objective, which was not met, still combined with the other strategies to increase the reading comprehension of the target second grade students. Overall the modified cloze procedures and questioning strategies were successful in meeting the needs of the target students.

CHAPTER V

Recommendations

Due to the successfulness of this practicum project, it is recommended that it be shared with colleagues at the school site. The writer could provide inservice training for teachers who would like to implement aspects of the project or the program in its entirety. It should also be sent on to the county curriculum office for approval to share with other schools.

For those teachers who would like to implement this program, the writer suggests some improvements. Teachers would need to consider the needs and abilities of their students in determining if the following change is necessary. When teaching the question answer relationship to younger students, the writer suggests that only the two main categories, in the book and in my head, be taught. The students should only be required to identify those two types. The more specific question types can be introduced and discussed. Students that are working at a higher level could be asked to identify all four types after they have complete understanding of the two main categories. If the students were older than second grade, the program could be implemented as it is.

The second improvement the writer would make is the time of year the program is implemented. This practicum project was implemented the last three months of school. Many interruptions came during those last few months

requiring changes of scheduling. Students became less able to concentrate on the activities when they were moved to the afternoon. The project should be started mid-year for younger students. Older students that are fluent readers should be able to start at the beginning of the year.

Next year the writer will teach third grade and will keep 18 of the target students in the class. The strategies taught, cloze procedure and questioning, will be continued through review, discussion and activities that incorporate or focus on those skills. The strategies will be modeled for the new students joining the class. The target students will be also be able to model the strategies giving them more feelings of importance and confidence.

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Hong, L. Two of everything.

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Alligators and crocodiles

The messiest room in town

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APPENDIXES

Appendix A

Dynamic Reading Power Test Scores

Appendix A

Dynamic Reading Power Test Scores

administered 10-28-98

Student #	Raw Score	National Percentile	Stanine
1	18	71	6
2	16	60	5
3	9	21	3
4	27	99+	9
5	25	97	9
6	25	97	9
7	22	88	7
8	24	94	8
9	19	75	6
10	20	80	7
11	27	99+	9
12	26	99	9
13	10	23	3
14	21	83	7
15	15	55	5
16	21	83	7
17	6	3	1
18	25	97	9
19	24	94	8
20	27	99+	9
21	17	65	6
22	25	97	9
23	22	88	7
24	19	75	6

Appendix B

Theme Test Scores

Appendix B

Theme Test Scores

	Test One		*Test Two*	
Student #	raw score /70	percentage	raw score/70	percentage
1	51	73%	61	87%
2	49	70%	52	75%
3	41	59%	48	68%
4	56	80%	68	97%
5	57	82%	64	91%
6	67	96%	66	94%
7	67	96%		
8	65	93%	64	91%
9	56	80%	54	77%
10	59	84%	61	87%
11	68	97%	66	94%
12	67	96%	65	92%
13	47	67%	49	70%
14	62	89%	62	88%
15	48	69%	56	80%
16	63	90%	63	89%
17	48	69%	63	89%
18	67	96%	66	94%
19	66	94%	67	95%
20	67	96%		
21	46	66%	55	78%
22	57	82%	57	81%
23	57	82%	60	85%
24	53	76%	56	80%

*note: The raw score for the first test was multiplied by 1.43 and the second test was multiplied by 1.42, as per the manual instructions.

Appendix C

Theme/Comprehension Scores

Appendix C

Theme/Comprehension Test Scores

	Raw Scores/20	
student #s	Test One	Test Two
1	17	15
2	14	12
3	10	12
4	19	20
5	17	19
6	20	18
7	18	
8	18	19
9	17	15
10	17	16
11	20	19
12	19	20
13	16	10
14	17	16
15	17	13
16	17	20
17	16	18
18	19	20
19	19	18
20	20	
21	12	14
22	13	10
23	18	16
24	17	18

Appendix D

Pre / Post Cloze Test

Appendix D

Cloze Pre-Test

Dinosaurs

Imagine that you are taking a walk. You step _____ soft, wet mud. Look! _____ can see your footprints. _____ might your footprints show _____ about your size? What _____ might your footprints show _____ you?

Long ago, this _____ walked through mud. How _____ its footprints different from _____? What might footprints show _____ about the dinosaur?

Did _____ ever see a mark _____ the one on this _____? Long ago, an animal _____. It became covered with _____. The mud dried and _____ hard. The shell of _____ animal rotted away. Only _____ animal's mark stayed in _____ rock. The mark had _____ a fossil.

If you _____ on a fossil hunt, _____ might find fossils like _____. Point to the fossil _____ came from an animal. _____ to the fossil that _____ from a plant. What _____ fossils show about animals _____ plants that lived long _____ ago?

Digging for fossils _____ a hard job. Workers _____ tools to dig deep _____ the ground. These workers _____ fossils. They gently brush _____ some of the dirt. Workers _____ to be very careful _____ to break any fossils.

Imagine finding some of these giant _____. You would probably ask, "_____ kind of animal had _____ like these?" These bones _____ from a dinosaur.

The _____ bones were buried in _____for many years. Slowly _____ mud and the bones _____. The bones became fossils. _____ can these fossils show _____ dinosaurs?

Do you like puzzles? Suppose _____ have many puzzle pieces. _____ can you find out _____ the whole puzzle shows? _____ together dinosaur bones is _____ putting together a puzzle. _____ need to figure out _____ each bone belongs. Then they put the bones together.

**When administered to the students, a larger size type will be used.

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Post Cloze Test

The Earth and Sky

Think about day and night. How are they different? _____ is it light during _____ day? Why is it _____ at night? You know _____ the sky looks different _____ the day and at _____. You see the sun _____ the sky during the _____. Can you see the _____ at night? Day and _____ happen because the earth _____. Then the sun lights _____ parts of the earth.

How _____ do you think the _____ is? Is it larger or _____ than the earth? You _____ see that the sun _____ much larger than the _____.

You learned that the _____ is big. Now _____ find out some other _____ about the sun. The _____ is our closest star. _____ can see that it _____ shaped like a ball. _____ sun is made of _____ hot gases.

What do _____ think the sun does _____ the earth? The sun _____ the earth light. Sunlight _____ daytime on the earth. _____ warms the earth too.

How _____ the sun help animals? _____ need food to stay _____. Where do animals get _____? Some animals use plants _____ food. Some animals eat _____ living things for food. _____ plants need sunlight to _____.

Pretend you are playing _____ the sun. Does your _____ feel warm? Think of _____ things that might feel _____ in the sun. Did _____ know that the sun _____ cook food? When you _____ the sun to cook, _____ use solar energy. Solar _____ is energy that comes _____ the sun. You can _____ using the sun to _____ some food.

* Permission granted by Scott Foresman-Addison Wesley (Appendix O, p.101). Cloze tests taken from *Discover the Wonder* science text written by D. Heil.

Appendix E

Pre / Post Comprehension Test

Appendix E

Comprehension Pre-Test

name _____

Avocado Baby

Directions: Circle the letter next to the correct answer.

1. What did the family feed the baby?
   a peaches
   b avocados
   c fruit
   d baby food

2. Everyone in the family was _____.
   a strong
   b sad
   c scared
   d weak

3. What *couldn't* the baby do?
   a pull children in a cart
   b move furniture
   c pick up his parents
   d break out of his high chair

4. Why did the burglar run away?
   a The baby chased him.
   b He heard a noise.
   c He saw the "Beware of Baby" sign.
   d The baby yelled at him.

5. Why did the baby throw the bullies in the pond?
   a They took the children's toys.
   b They ate his food.
   c They were picking on the children.
   d. They were calling him names.

6. How did the family feel about having a super strong baby?
   a They were jealous because they were weak.
   b They were embarrassed because he had to save them.
   c They were proud because he could help them.
   d The parents were happy, but the kids were mad.

Directions: Answer the questions in complete sentences.

7. What is an avocado? Describe it.

_____

_____

8. How do you think the avocado got on the table?

_____

_____

9. Will the "Beware of the Baby" sign scare people away? Why or why not?

_____

_____

10. Could this story happen in real life? Why or why not?

_____

_____

Kids save Soil

Directions: Answer in complete sentences.

1. Describe the playground in your own words.

_____

_____

2. Why did the soil need to be saved?

_____

3. What did the children do to save the soil?

_____

Appendix E

Comprehension Pre-Test

name _____

Avocado Baby

Directions: Circle the letter next to the correct answer.

1. What did the family feed the baby?
   a peaches
   b avocados
   c fruit
   d baby food

2. Everyone in the family was _____.
   a strong
   b sad
   c scared
   d weak

3. What *couldn't* the baby do?
   a pull children in a cart
   b move furniture
   c pick up his parents
   d break out of his high chair

4. Why did the burglar run away?
   a The baby chased him.
   b He heard a noise.
   c He saw the "Beware of Baby" sign.
   d The baby yelled at him.

5. Why did the baby throw the bullies in the pond?
   a They took the children's toys.
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   c They were picking on the children.
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6. How did the family feel about having a super strong baby?
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   b They were embarrassed because he had to save them.
   c They were proud because he could help them.
   d The parents were happy, but the kids were mad.

Directions: Answer the questions in complete sentences.

7. What is an avocado? Describe it.

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8. How do you think the avocado got on the table?

_____

_____

9. Will the "Beware of the Baby" sign scare people away? Why or why not?

_____

_____

10. Could this story happen in real life? Why or why not?

_____

_____

Kids save Soil

Directions: Answer in complete sentences.

1. Describe the playground in your own words.

_____

_____

2. Why did the soil need to be saved?

_____

3. What did the children do to save the soil?

_____

4. Draw a picture of what the playground would look like in the beginning and how it would look in the end.

Squid

Directions: Circle the correct answer.

1. How many arms does a squid have?
   a.ten
   b. twelve
   c. six
   d. two

2. All squid are the same size. True or false?
   a. true
   b. false

3. Squid are _____.
   a. babies
   b. sea monsters
   c. tentacles
   d. sea animals

Directions: Answer in complete sentences.

4. Do you think the author likes squid? Why or why not?

_____

_____

5. How old is the author? Explain how you got your answer.

_____

_____

* When administered to the students, larger text an longer spaces will be used.

Comprehension Post-Test

name _____

The King's Tower

Directions: Circle the correct answer.

1. The king spent his days _____.
   a. building a tower
   b. dreaming
   c. taking care of his kingdom
   d. taking care of people

2. The carpenter thought he could build the tower. True or false?
   a. true
   b. false

3. Why did the carpenter start to build the tower?
   a. He wanted to be the first one to touch the moon.
   b. He wanted to please the king.
   c. He was a hard worker.
   d. The king said he would kill him.

4. The carpenter's plan was to _____.
   a. cut down the trees to make boards.
   b. make the people do all the work.
   c. stack boxes made from wood.
   d. pretend the tower was invisible.

5. When the king couldn't reach the moon, he asked the people to _____.
   a. send someone to help him.
   b. give him the bottom box.
   c. lift the tower up higher.
   d. sing a song to the moon.

Directions: Answer in complete sentences.

6. Why do you think the king thought the could touch the moon?

_____

7. At first, why did the carpenter wander around and not work on the tower?

_____

8. Do you think the carpenter believed his idea would work? Why or why not?

_____

9. Why did the king order the trees to be cut down?

_____

10. What happened to the king in the end?

_____

A Visit to the Planetarium

Directions: Answer in complete sentences.

1. What can you see in a planetarium?

_____

2. A person who studies stars and planets is called an _____.

3. What instrument is used to see the stars and planets better?

4. When you look through a telscope, how do the stars and planets look different than they do when you look at them without the telescope?

_____

5. What does the mirror in the telescope reflect?

_____

The Storyteller

Directions: Answer in complete sentences.

1. In this story there are two types of storytellers. Tell what they are.

_____

_____

2. What type of people make storytellers?

_____

3. What are they made from?

_____

4. Describe how they are made.

_____

_____

5. How did April learn to make storytellers?

_____

6. Would you like to make a storyteller? Why or why not?

_____

_____

* When administered to the students, a larger type and longer spaces will be used.

Appendix F

Post QAR Test

Appendix F

Post QAR Test

name _____

The Messiest Room in Town

Directions: Highlight each question according to its type and answer each question in complete sentences.

1. Why was Herbert's room the messiest in town?

_____

2. Who told Herbert that his room had dust monsters?

_____

3. Why did the dust monster have a clothespin on his nose?

_____

4. What did Herbert do to get rid of the dust bunny?

_____

5. Do you think that Herbert was afraid of the dust bunny? Why or why not?

_____

6. What would have happened if Herbert hadn't cleaned his room?

_____

7. Is your room like Herbert's? Why or why not?

_____

8. Was the dust bunny real or make believe? Explain your answer.

_____

Alligators and Crocodiles

1. What makes alligators and crocodiles reptiles?

_____

2. Where can you find alligators and crocodiles?

_____

3. Describe the body of an alligator.

_____

4. Describe the body of a crocodile.

_____

5. How do alligators and crocodiles catch their prey?

_____

6. Tell two ways that alligators and crocodiles are alike.

a. _____

b. _____

7. Tell two ways that alligators and crocodiles are different.

a. _____

b. _____

8. Have you ever seen a live alligator or crocodile? If yes, where did you see it?

_____

9. Do you think that alligators and crocodiles take good care of their babies? Why or why not?

_____

10. Why do many alligators and crocodiles live in Florida?

_____

Appendix G

Grading Rubric for Student Generated Questions

Appendix G

Grading Rubric for Student Generated Questions

6	All Four types of QAR questions are included.
5	Three types of QAR questions are included.
4	Two types of QAR questions are included. One answer is found in the book and the other in your head.
3	Two types of QAR questions are included, but they are both either in the book or in your head.
2	Only one type of question is included. Student may not have written five complete questions.
1	Student was not able to complete the assignment.

Appendix H

Pre / Post Cloze Test Results

Appendix H

Pre and Post Cloze Test Scores

administered 2-22-99 and 5-17-99

Student #	Pre Test	Post Test	% Improvement
1	18%	55%	37%
2	34%	63%	29%
3	32%	55%	23%
4	50%	71%	21%
5	32%	57%	25%
6	48%	76%	28%
7	30%	67%	37%
8	58%	53%	-5%
9	36%	73%	37%
10	38%	71%	33%
11	46%	67%	21%
12	48%	76%	23%
13	36%	61%	25%
14	32%	57%	25%
15	40%	69%	29%
16	42%	45%	3%
17	26%	47%	21%
18	64%	82%	18%
19	48%	76%	28%
20	48%	69%	21%
21	24%	57%	33%
22	68%	65%	-3%
23	48%	69%	21%
24	28%	53%	25%

Appendix I

Pre / Post Comprehension Test Results

Appendix I

Pre and Post Comprehension Test Scores

administered 2-23-99 and 5-18-99

Student #	Pre Test	Post Test	% Improvement
1	57%	74%	17%
2	47%	57%	10%
3	55%	72%	17%
4	76%	86%	10%
5	59%	93%	34%
6	81%	98%	17%
7	73%	88%	15%
8	81%	91%	10%
9	71%	74%	3%
10	53%	79%	26%
11	74%	90%	16%
12	79%	100%	21%
13	63%	81%	18%
14	69%	93%	24%
15	73%	95%	22%
16	71%	86%	15%
17	68%	83%	15%
18	83%	98%	15%
19	83%	98%	15%
20	97%	100%	3%
21	66%	86%	20%
22	55%	73%	18%
23	74%	98%	24%
24	73%	88%	15%

Appendix J

Post QAR Test Results

Appendix J

Post QAR Test Results

administered 5-19-99

Student #	Post Test
1	65%
2	55%
3	60%
4	80%
5	80%
6	65%
7	75%
8	65%
9	25%
10	80%
11	95%
12	95%
13	40%
14	80%
15	80%
16	55%
17	40%
18	90%
19	90%
20	100%
21	80%
22	65%
23	40%
24	75%

Appendix K

Pre / Post Rubric Scores for Student Generated Questions

Appendix K

Pre and Post Rubric Scores for Student Generated Questions

administered 2-25-99 and 5-20-99

Student #	Pre Test	Post Test
1	3	5
2	2	6
3	3	2
4	4	5
5	2	6
6	4	6
7	2	3
8	4	5
9	2	4
10	3	5
11	2	6
12	2	6
13	2	6
14	2	5
15	3	4
16	3	5
17	5	6
18	3	6
19	5	6
20	4	5
21	2	6
22	4	5
23	2	5
24	2	3

Appendix L

Pre / Post Test Analysis

Appendix L

Pre and Post Cloze Test Analysis

Student#	Pre Test synonyms	Post Test synonyms	Pre Test omissions	Post Test omissions
1	4	7	27	1
2	3	4	8	0
3	3	4	15	0
4	3	6	1	0
5	2	8	0	0
6	1	5	7	0
7	2	6	6	0
8	2	9	0	0
9	0	6	4	0
10	0	7	4	0
11	4	9	0	0
12	1	4	1	0
13	1	3	15	4
14	2	5	1	3
15	0	3	12	0
16	0	3	10	2
17	0	2	30	12
18	1	4	2	0
19	2	3	16	0
20	0	5	8	0
21	1	6	28	1
22	1	3	0	0
23	1	5	1	0
24	0	4	13	1

Appendix M

Modified Cloze Sentences for Week 4

Appendix M

Modified Cloze Sentences for Week 4

Directions: Fill in the blanks with words that make the most sense.

1. Go play a game on the _____ and remember to go to file quit when you are finished.

2. If you read a book, like *Hansel and Gretel*, that could not happen in real life it is called a _____. There is usually magic or talking animals in the story.

3. Last year we almost had a _____ come to Sarasota. These storms bring rain, wind, lightning, tornadoes, and sometimes flooding.

4. There are fifty _____ in America. In the beginning, there were only thirteen.

5. In Boston, the colonist threw _____ into the water. They stopped drinking it to protest against the king's tax.

6. Bald eagles are _____ animals. There aren't very many left. People are not allowed to hunt them.

7. Francis Scott Key wrote the _____, our national anthem.

8. Put your paper on a _____ so that it will not blow away outside.

Appendix N

Modified Cloze Sentences for Week 6

Appendix N

Modified Cloze Sentences for Week 6

Directions: Fill in the blanks with words that make the most sense.

1. Nicolas, Bryan and Jason went to the library to look up facts about Italy. After finding many facts, _____ went to buy ice cream.

2. Kalandra raced down the street on her new bike. She had gotten _____ for her birthday.

3. When Davis got home, his mother was not happy. She made him go to his room because he _____ his new shirt.

4. Yesterday Sarah, Mira and Amber decided to walk to the park. When they got there, they needed to sit down and _____.

5. Our class is going swimming in a few weeks. We will take a _____ to Arlington Park.

6. Last week Timmy and his family went on a trip. They _____ to Disney and stayed to nights.

7. Most of my time on the computer is spent on the internet. It is not very _____ so it takes a long time to find the right information.

8. Megan and I both enjoy the ballet. Sometimes she _____ in them.

9. In the spring time, the birds love to sing and the squirrels always chatter. I like to sit and watch them from my kitchen _____.

10. This summer I am going to Italy. I will have to take a _____ to get there.

Appendix O

Correspondence

August 3, 1999

Scott Foresman-Addison Wesley
Attn: Robert Ravas
1900 E. Lakeview Ave.
Glenview, Ill. 60025

Dear Mr. Ravas,

I am in the process of earning my master's degree in reading education from Nova Southeastern University. To complete the program I have written a final practicum paper which describes a reading program implemented this past school year. One aspect of the program required students to complete cloze procedures. This strategy involves a passage, usually non-fiction, with every fifth word deleted. Students then fill in the blanks with words that make sense in each sentence. For several of these activities, I used passages from the *Discover the Wonder* science text for second grade. I would like to include these activities in the appendixes of my paper, but need your written permission to do so.

The passages were taken from the 1994 edition. Two sections were used in the cloze procedures, Changes over Time and Earth and Sky. I have included the two passages for your approval.

I appreciate your timely consideration of this matter. I have included a self-addressed, stamped envelope for your convenience.

Sincerely,

Carole Kelty

Carole Kelty

PERMISSION GRANTED
ACKNOWLEDGE TITLE, AUTHOR,
AND OUR COPYRIGHT NOTICE.
BY Betty Wallace
DATE 8/3/99
SCOTT FORESMAN • ADDISON WESLEY